



Redefining Elementary School Design

Presented by

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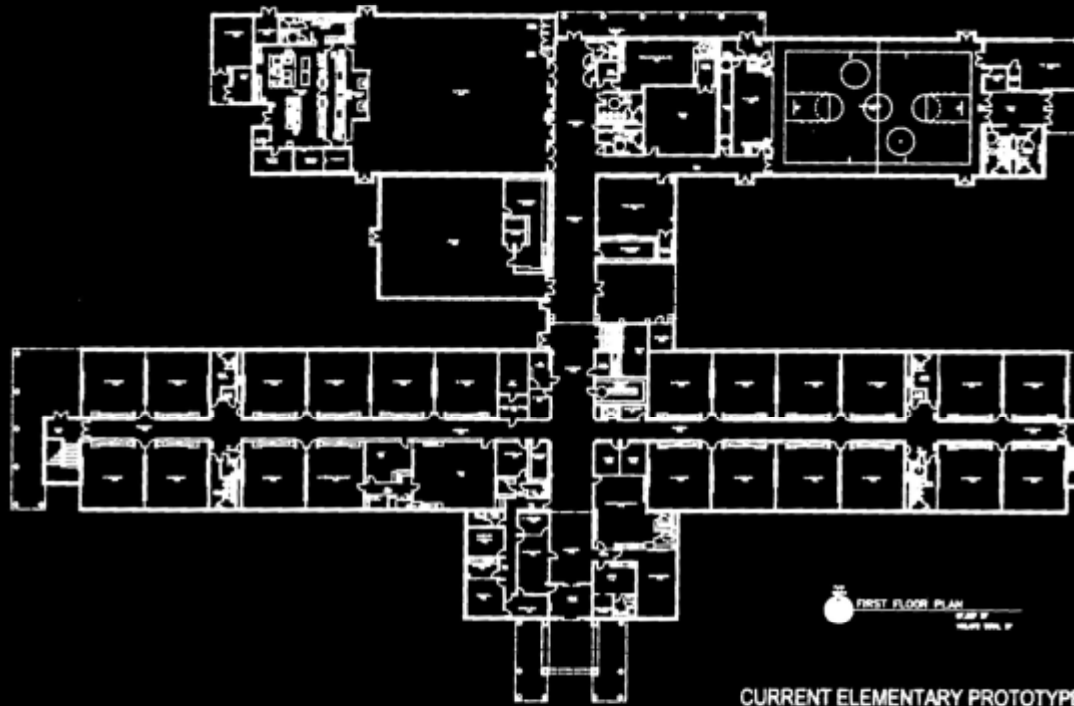
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Brad Pfluger, President, CEO – Pfluger Associates Architects

2007 TASA / TASB Convention
September 30, 2007

LEANDER INDEPENDENT SCHOOL DISTRICT

- History of the District
 - Demographic Growth
 - Number of existing Elementary School Campuses



LEANDER ISD'S GOALS AND OBJECTIVES



Reasons For Change

- Leander ISD Learning Model
- To reflect current teaching Styles within Leander ISD
- To create a flexible, family-like nurturing atmosphere for the Students

LEANDER ISD'S GOALS AND OBJECTIVES

Planning Team

- Leander's Elementary Steering Committee
 - Board Members
 - Administrators
 - Principals
- America's Schoolhouse Council
- Architects
 - O'Connell Robertson Associates
 - Pfluger Associates Architects
- Construction Manager @ Risk
 - American Constructors
 - Bartlett Cocke



LEANDER ISD PLAN TO IMPROVE CHARTER Elementary School Design (2006)

General Description:

Develop a learning plan for elementary education in the context of adding future elementary schools. The learning plan will serve as a basis for facility plans for all new elementary schools to be constructed in the district.

Expected Results:

- A building design that will enhance learning
- A building design that will support the Leander Learning Model
- A building design that will support district curriculum
- A building design that provides sufficient flexibility to serve the needs of future curriculum decisions and mandates

Boundaries:

- Any design recommendations must be incorporated into the square footage of the existing prototypical design, or be supported by research to support the requested increase (current design is 108,000 sq. ft.)
- The design should be flexible for both instructional space use and future topography

VISION



“GOOD TO GREAT” WORKSHOP

January 2006

America's Schoolhouse Council members asked to assist Leander Independent School District in assessing existing elementary schools “fit” with the LISD Learning Model.



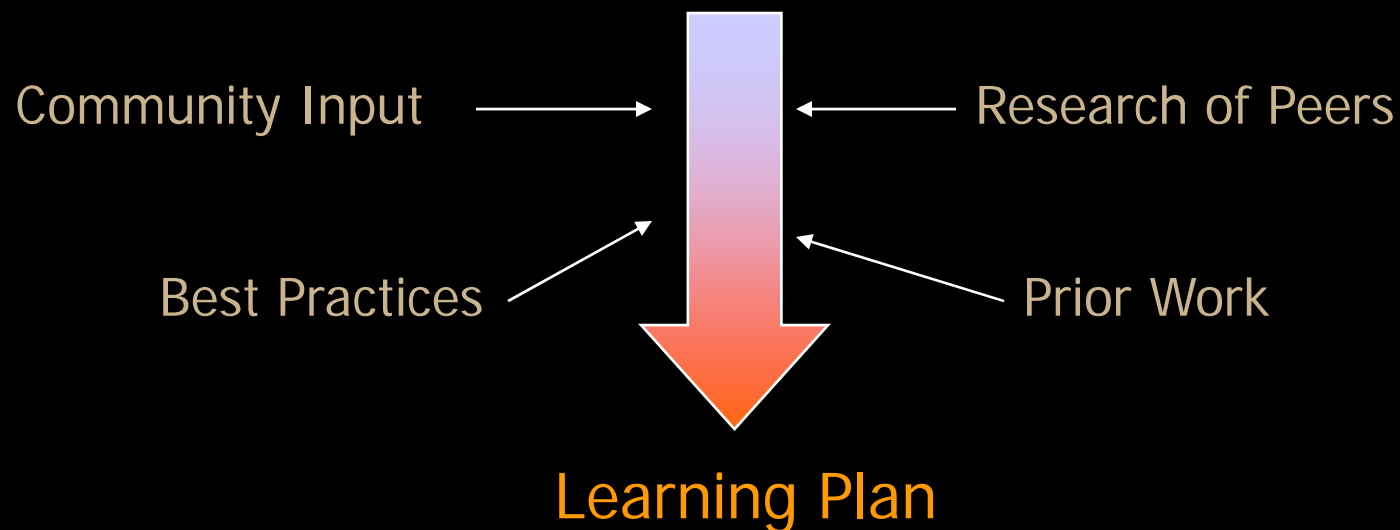
- Curriculum Planning & Implementation
- Research-based Instruction
- Learning Environment
- Assessment & Intervention

LEARNING PLAN

Overall Process

The LEARNING PLAN must creatively link our educational institutions to the culture and world around us...creating environments that are dynamic, flexible, and relevant.

Steering Committee Work



COMMITTEE WORK

Steering Committee Workshop (2 Days)

- Developed 6 Key Concepts for the Learning Plan
- Toured Other Elementary Schools
- Obtained Input from PTA



KEY CONCEPTS

Flexibility

Provide and encourage a wide variety of learning settings and learning strategies (i.e., individual, team, small group, large group, formal, informal, community) and flexibility and ease of adaptation in learning settings.

Integration

Provide for the integration of subjects, learning modes, technology, grade levels within the classroom, grade level, and specialty areas.

Hands-On Learning

Support hands-on learning through curriculum, classroom size and configuration, furnishings and equipment, and group learning areas, both indoor and outdoor.

KEY CONCEPTS

Small(er) Learning Communities

It is the committee's recommendation to adhere to the 800 student maximum enrollment at each elementary school. Additionally, the committee recommends "clustering of classrooms." The new elementary should support small learning communities through space and amenities provided to each cluster.

Push-In vs. Pull-Out

Whenever possible, resource programs, materials, and support should be "pushed-in" to the classroom and integrated with the daily classroom curriculum. Space, amenities, and staff should be provided to achieve this goal.

Fingertip Access

Resources, materials, staff, and specialized learning spaces should be provided at the learners' and teachers' "fingertips". The learning plan and supporting materials and facilities should be designed to provide for a "learning on demand" setting.

EDUCATIONAL SPECIFICATIONS PROGRAM OF REQUIREMENTS

- *Utilized the 108,000 SF allocated to current schools*
 - *Created multi-grade level classroom clusters*
 - *Converted approximately 13,000 SF of circulation in old model to group project areas*
 - *Expressed a desire to create quiet, noisy, wet, dry areas in classrooms...."Fat L" suggested*
 - *Expressed a desire to integrate outside areas to inside areas*
 - *Expressed a desire to utilize day-lighting, audio enhancement, color, & texture*
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EDUCATIONAL SPECIFICATIONS PROGRAM OF REQUIREMENTS

- *Expressed desire to create a more “homelike” atmosphere at school*
 - *Utilized circulation in old model for “science nook” in each cluster*
 - *Integrated special education programs into clusters*
 - *Clustered Fine Arts Programs to create synergy between programs*
 - *Located Multipurpose/ Gym near Fine Arts Cluster for performance*
 - *Dining Areas to be café style not one large area; family-like atmosphere; round tables*
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Leander Independent School District

Administration

Superintendent's Office

Staff Resources

Finance
Facilities
Elementary Curriculum Staff

Steering Committee

Board Members

School Leadership

- Departmental Directors
- Principals

Faculty

Operations

Personnel

Community Members

Parents

Consultants

Programming

America's Schoolhouse Council

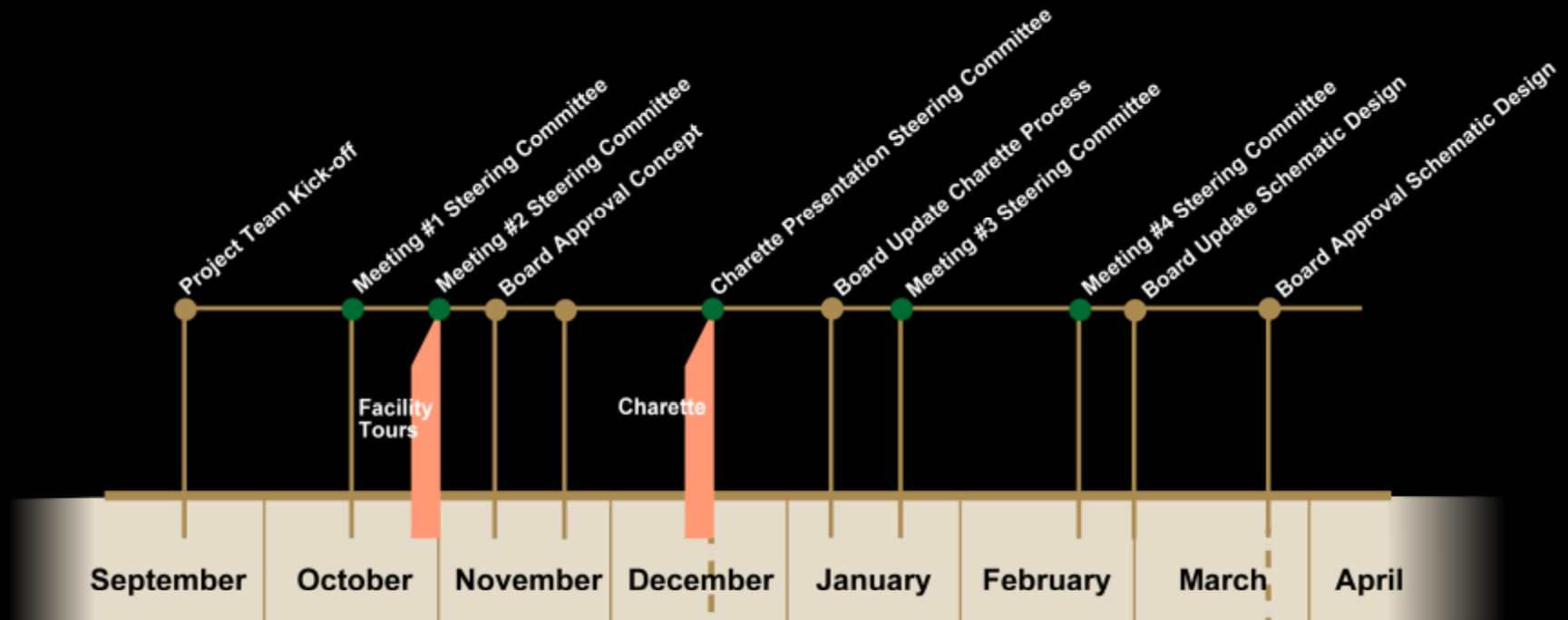
Planning/Architecture/Engineering

O'Connell Robertson
Pfluger Associates

Construction Manager

American Constructors
Bartlett Cocke Contractors

PROJECT TEAM



2007



PLANNING TIMELINE

SIX KEY DESIGN CONCEPTS

- Flexibility
- Integration
- Hands-on Learning
- Small(er) Learning Communities
- Push In vs. Pull Out
- Fingertip Access



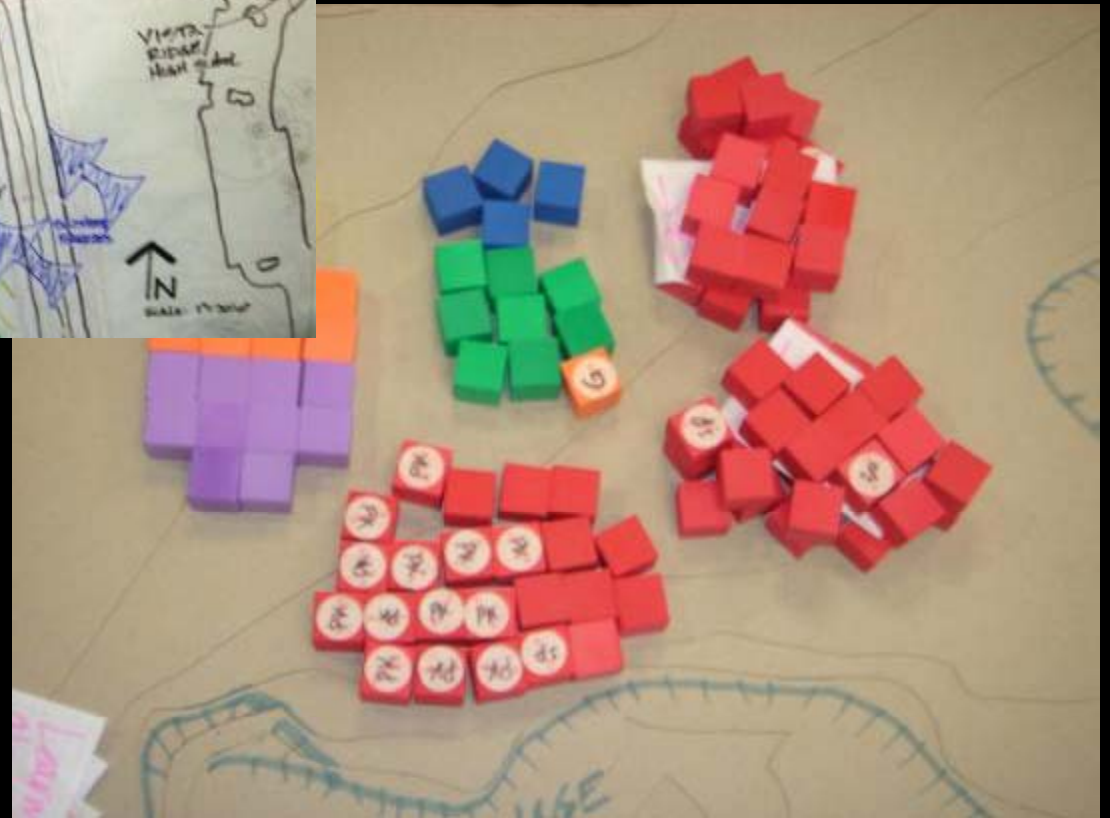
DESIGN CHARETTE - VISION

CHARETTE GOALS

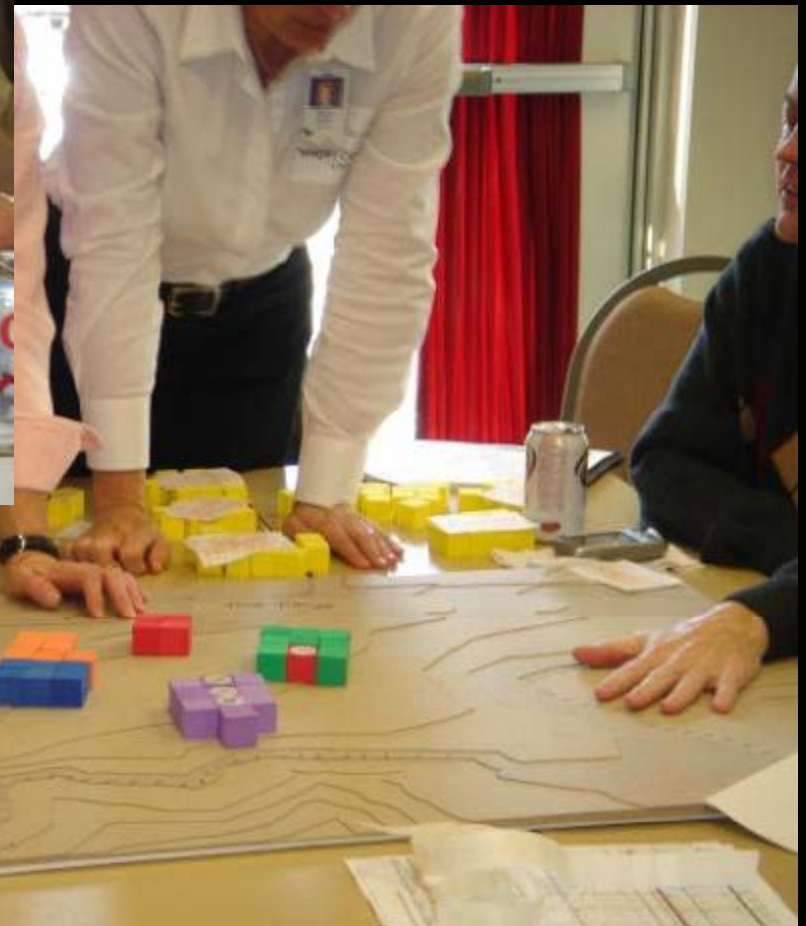
- Maintain collaborative process integrating comprehensive expertise from district, A/E design and construction team members.
- Test and affirm in plan the six key concepts of the educational specifications.
- Confirm flexibility for plan design to facilitate “kit of parts” site adaptation on multiples sites.



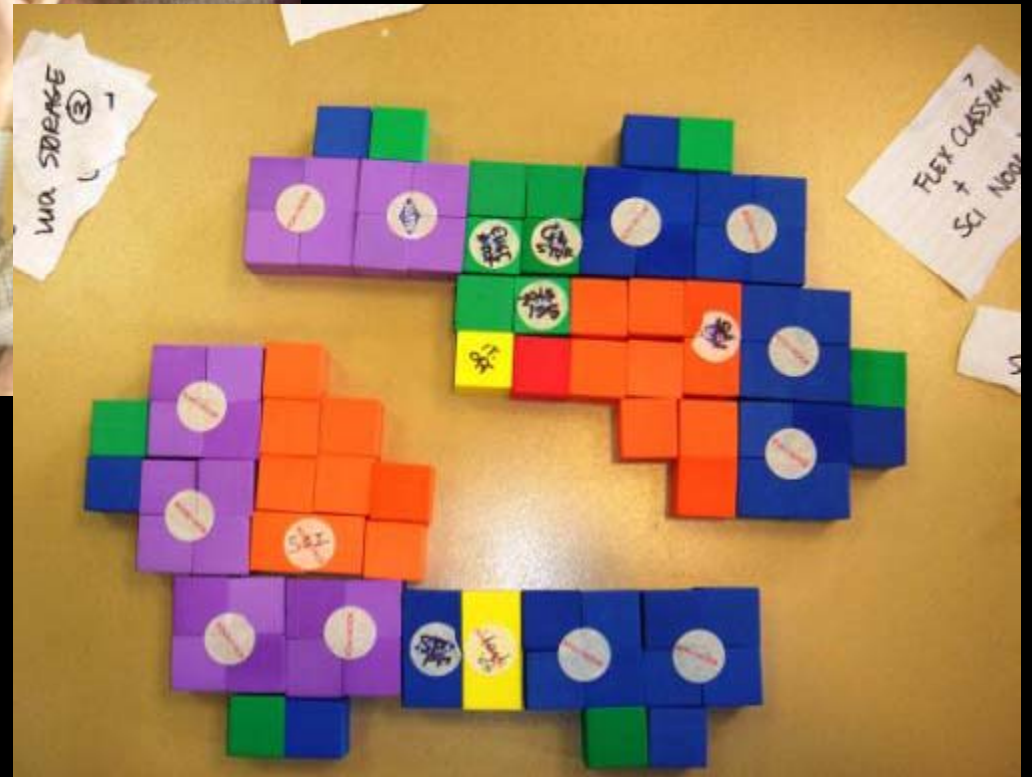
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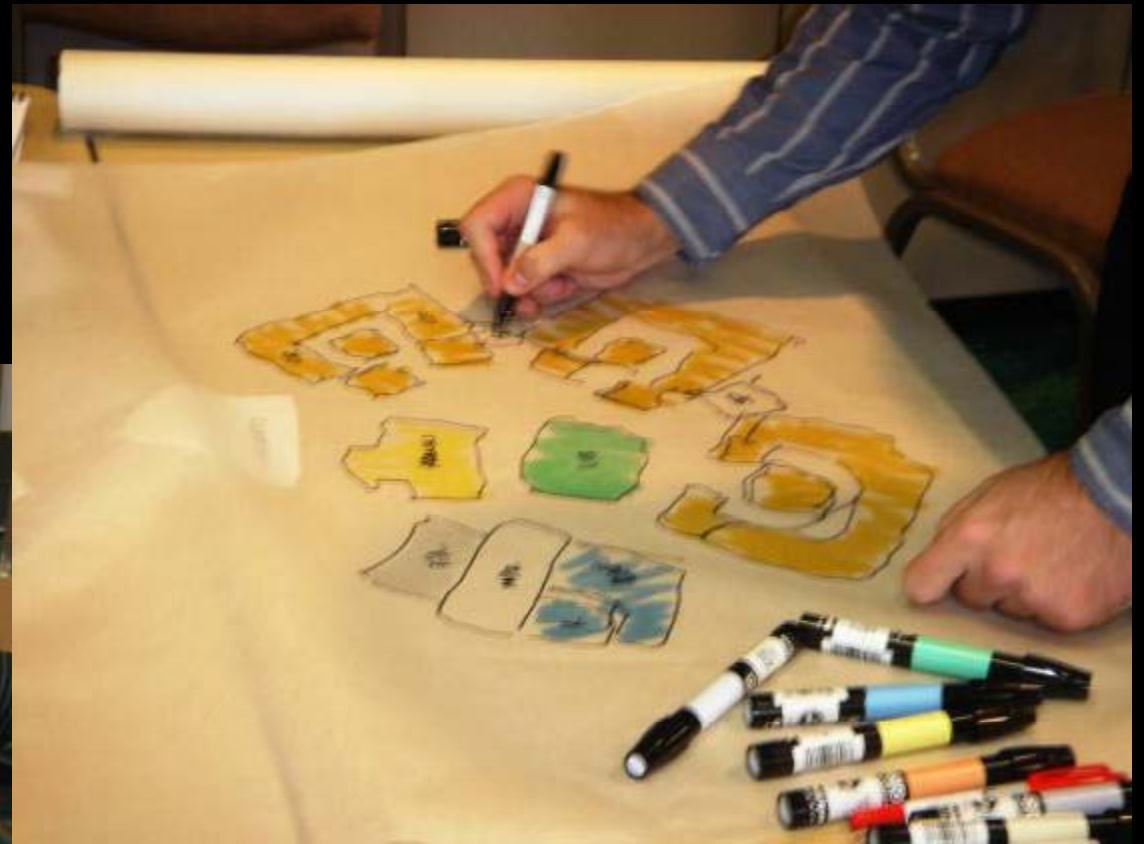
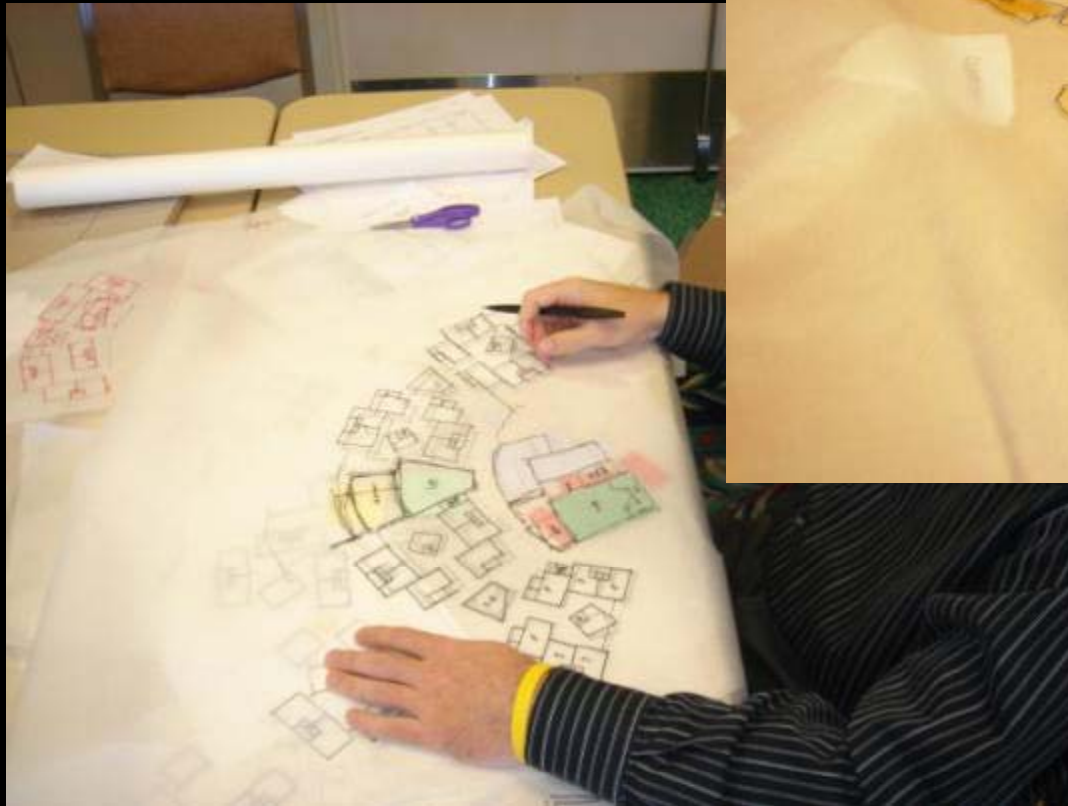
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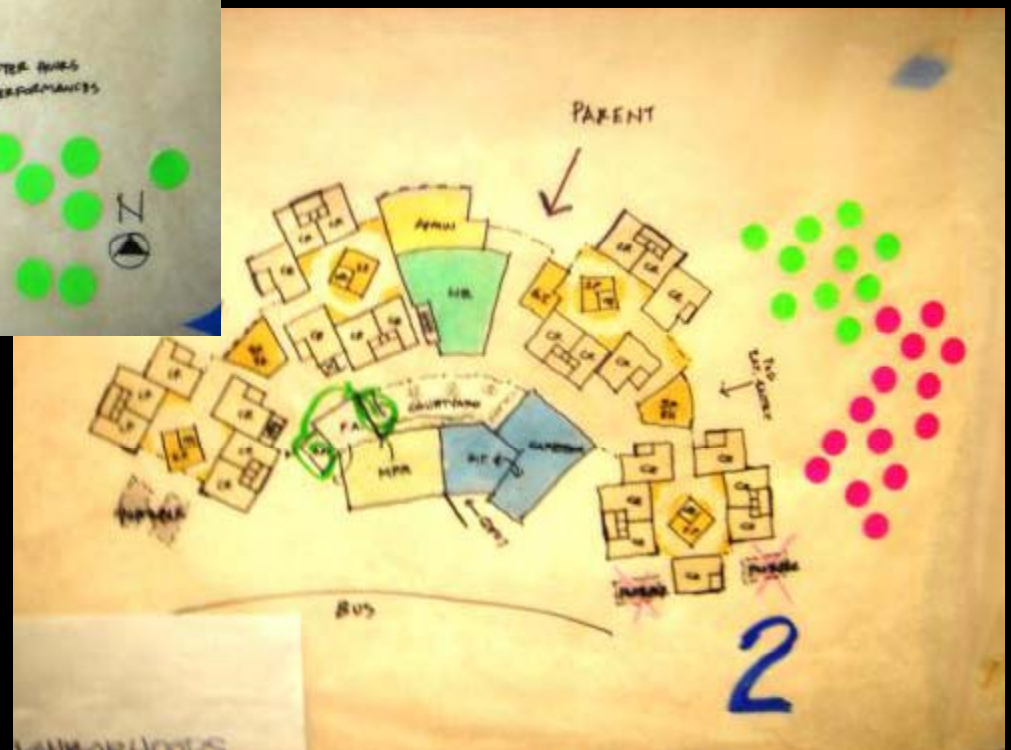
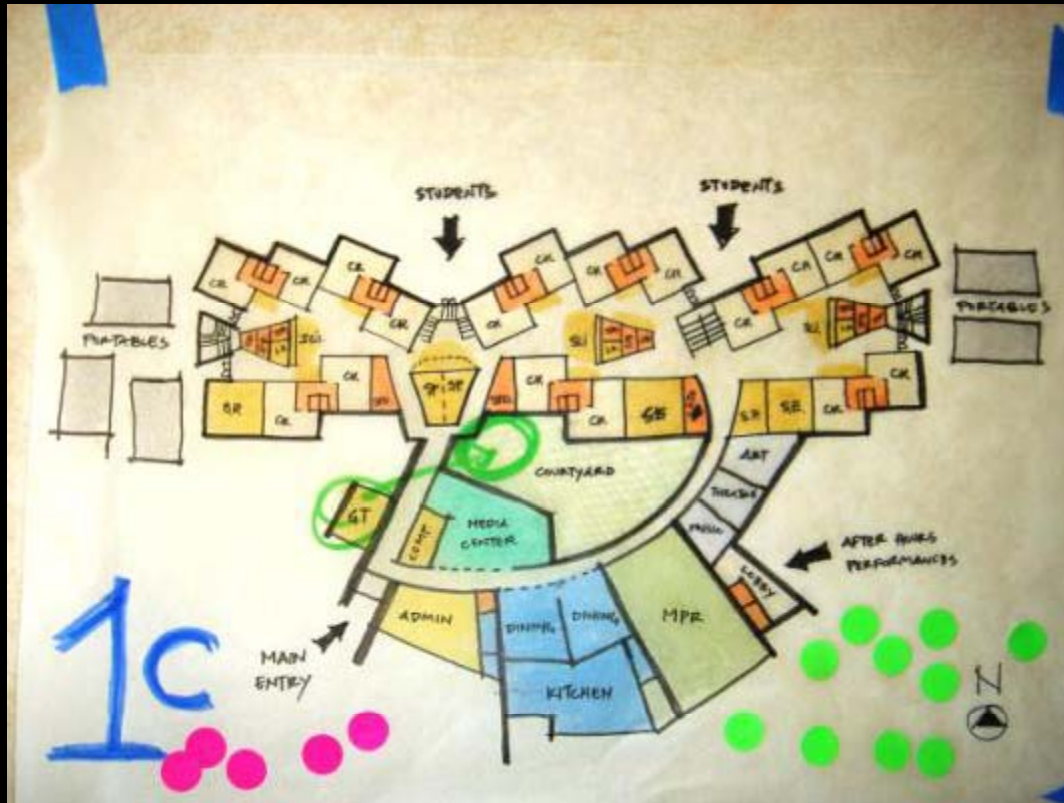
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DESIGN CHARETTE

LEGEND

GENERAL LEARNING AREA

FINE ARTS

ADMINISTRATION

PHYSICAL EDUCATION / ATHLETICS

FOOD SERVICE

MEDIA / LIBRARY

SUPPORT

PLANT SERVICES

CIRCULATION



ELEMENTARY PROTOTYPE FLOOR PLAN
LEANDER ISD.

Neighborhood Concepts

Anticipated Uses

- Extension of Classroom
- Small & Large group Instruction
- Projects & Centers
- Tutoring
- Exploration
- Science
- Collaborative Planning
- Independent Work

Critical Features

- Lighting and Day-lighting
- Finishes
- Scale



Transparency

- Inside connected to Outside
- Shared Spaces Transparent to Classrooms
- Classrooms Transparent to Support Spaces



Flexible Age Appropriate Furniture

- Nurturing Atmosphere
- Small & Large group Instruction
- Learning Centers
- Exploration
- Access to Water





ELEMENTARY PROTOTYPE - CLUSTER FLOOR PLAN
LEANDER I.S.D.

LEGEND

GENERAL LEARNING AREA
FINE ARTS
ADMINISTRATION
PHYSICAL EDUCATION / ATHLETICS
FOOD SERVICE
MEDIA / LIBRARY
SUPPORT
PLANT SERVICES
CIRCULATION

GROUPED RESTROOMS



STORAGE IN CLASSROOMS

ELEMENTARY PROTOTYPE - SECOND FLOOR CLUSTER PLAN LEANDER I.S.D.



ELEMENTARY PROTOTYPE - SAMPLE SITE PLAN
LEANDER I.S.D.



VIEW OF ENTRY DRIVE



VIEW OF CLASSROOM WING



VIEW OF BUS LOOP

PRESENTATION SUMMARY

- Voters in the Leander Independent School District approved a bond in May, 2006 which included funds for eight new elementary schools. Leander ISD is one of the fastest growing districts in Texas, serving over 24,000 students.
 - In the interest of improving education and support for students, teachers and the community, the District decided to update the elementary school prototype to better reflect the District's goals and learning model. While Leander's current elementary school prototype had served the District well for many years, the board decided that an updated design was needed to support current trends in educational delivery.
 - The District wanted the plan to be flexible with a family-like nurturing atmosphere for the students. The Elementary Steering Committee, made up of board members, administrators, principals, architects and planners, embarked on a multi-phase elementary redesign.
 - The process included staff interviews, site visits at existing Leander schools, tours of exemplary school designs nationally and concentrated design charettes and planning sessions.
 - This program will present the new elementary school design and discuss key educational concepts, the process of planning and the success of this collaborative effort.
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PRESENTATION OUTLINE

- Leander ISD's Project Goals and Process (Slides 1-5) Jimmy
 - History of the District
 - Reasons for change
 - Leander ISD Learning Model
 - American School House Initial Assessment
 - Selecting an Architect
 - Construction Delivery Method
 - Goals for the Project Team
 - Developing New Elementary Ed. Spec. (Slides 6-12) Molly
 - Process of Planning (Slides 13-22) Rick
 - Planning Committee
 - Project Team
 - Visioning Meeting
 - Design Charette
 - Project Team Collaboration
 - Schematic Design (23- 30) Brad
 - Site Plan
 - Composite Floor Plan
 - Academic Cluster/Neighborhood
 - Massing Model
 - Questions and Answers All
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